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ABSTRACT

A survey of administrators and contact personnel responsible for PASS Programs in California schools was conducted to determine what policies are followed for evaluating and granting student credits. Questionnaire forms were sent to 91 school sites. The return rate was 86.8% for principals and 90.1% for contact people. Questions covered staff assignments and experience, methods for issuing and accepting credits under a variety of conditions (late enrollment, early withdrawal, etc.), and disposition of used PASS curriculum materials. The survey showed that contact people were experienced in both the Migrant and PASS Programs; 61% were credentialed and full-time, and about 30% were full-time but not credentialed. There were differences in what contact people and principals understood about evaluating credit. For example, on the question of cutoff dates for late enrollment, 49% of the principals said that the cutoff was 20 days or less, while about the same percentage of contact people said it was 43 days or less. Based on survey results, there is a need for each school to set clear policies on evaluation of student credits and to communicate policies to all staff members concerned. A long-range goal is statewide consistency--across all PASS Program sites--in crediting students' academic work. The questionnaire for principals and contact people are appended. (JHZ)

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PASS SURVEY
PRINCIPALS AND CONTACT PEOPLE

1984-85 REPORT

July, 1985

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PASS PROJECT EVALUATION REPORT 1984-85

PROBLEM

A single comprehensive source of information on students enrolled in PASS Programs throughout the State describing the processes, policies, and evaluation of student credits is not available at this time. There are differences between school sites in how credit is granted, policy (or non-policy) effects on students, and what happens to PASS materials once a course has been completed. But, the lack of precise and comprehensive information makes the managing of student progress and accreditation records at the central PASS Office difficult. In addition, the absence of Statewide guidelines, consistency in evaluating progress, and what site personnel know of their site procedures in the 90 or so school sites in California exacerbate a difficult monitoring problem. The first step in a projected series of evaluations of this problem is to collect information on accreditation and policies under various conditions.

GOAL

To survey administrative and contact personnel responsible for managing, coordinating, and servicing PASS Programs throughout the State

on the following:

A. How credit is given under a variety of conditions.
B. Policies on evaluating student progress.
C. The disposition of materials once a course has been completed.

METHOD

An evaluation plan was submitted to the Director of PASS, Mary Lloyd, and accepted on February 6, 1985.

Two survey forms were developed: one for principals and the other for contact people responsible for the PASS Programs at each school site. Questions in each form dealt with inquiries of site assignment, length of tenure in PASS, and how credit is issued, accepted, and combined. Questions on policy matters dealing with early and late enrollment and the criteria for cutting off regular classroom admittance were presented. Several questions dealt with the disposition of "used" PASS books and curriculum materials. Each form can be examined in Appendix 1.

The calendar of activities was as follows:

February 4, 1985	Questionnaire design meeting
February 15, 1985	Finalize questionnaire
February 22, 1985	Final form ready for printing
February 28, 1985	Questionnaire mailed
March 25, 1985	Follow-up letter to non-respondents
April 1, 1985	First follow-up phone call
April 8, 1985	Second follow-up phone call
May 1985	Coding, processing, and analysis

Ninety-one school sites were listed and the two questionnaire forms were sent to each. One to principals and the second to contact people at each site.

There was an 86.8 percent return from principals and a 90.1 percent return from contact people. This excellent response can be attributed to the three personal follow-ups, and may reflect on the close working relationship between the Fresno PASS Staff and the Statewide PASS Projects.

The evaluation of survey results will be discussed in three sections. Section one will review work information regarding assignments, experience, and duties. Section two will deal with procedures about the handling of credit and school policies regarding accreditation. Section three will discuss the handling of PASS tests and curriculum materials. Results from contact people and principals will be discussed separately and some comparisons made in the summary.

RESULTS - CONTACT PEOPLE

Contact people were asked four questions about assignments and experience. Table 1 (shown on the next page) shows the percentages and average experiences.

TABLE 1

ASSIGNMENTS AND EXPERIENCE - CONTACT PEOPLE
N = 82

REGULAR ASSIGNMENT	PERCENTAGES		
	YES	NO	NO RESPONSE
This School Site	91.5	6.1	2.4
PASS Project	59.8	31.7	8.5

EXPERIENCE IN MIGRANT AND PASS	AVERAGE	RANGE
Migrant Program	5.68 Years	4.55-6.81
PASS Project	3.71 Years	3.18-4.25

It appears that PASS Staff are not only experienced with the Migrant Program but, also, specifically in the PASS Program and are also fairly permanent at the school sites. Although only about 60 percent had PASS as their regular assignment, a consistency of staff is indicated.

The credential and employment status of contact people were asked. The results are shown below in Table 2.

As noted, almost two-thirds of the contact people were credentialed and full-time employees and 28 percent were not credentialed.

TABLE 2

EMPLOYMENT AND CREDENTIAL STATUS OF CONTACT PEOPLE

CREDENTIAL STATUS	EMPLOYMENT STATUS	PERCENTAGE RESPONDING
YES	Part-time	6.1
YES	Full-time	61.0
NO	Part-time	4.9
NO	Full-time	28.0

Six, two-part questions concerned with how credit is given were asked (see below).

1.A Does the school ISSUE partial credit for all REQUIRED courses?

1.B Does the school ISSUE partial credit for all ELECTIVE courses?

2.A Does the school ACCEPT partial credit for all REQUIRED courses?

2.B Does the school ACCEPT partial credit for all ELECTIVE courses?

3.A Does the school COMBINE partial credit for SIMILAR courses?

3.B Does the school COMBINE partial credit for IDENTICAL courses?

Table 3 (shown on the next page) gives the results of contact person responses to questions about the handling of partial credit. As can be seen, according to contact people, most schools will accept and/or combine partial credits. However, they are about evenly divided when it comes to actually issuing credit for required or elective courses. It appears most

will accept partial credits if another institution or program has given them to the student but are not unanimous about their institution issuing partial credit. The reasons may be parochial or because few schools have clear policies on accreditation.

TABLE 3

ISSUING, ACCEPTANCE, AND COMBINING
REQUIRED AND ELECTIVE COURSES FOR PARTIAL CREDIT
Contact People

SCHOOL ACTION		PERCENTAGES		
		Yes	No	No Response
Issuance:	Required	50.0	46.3	3.7
	Elective	51.2	42.7	6.1
Acceptance:	Required	80.5	17.7	2.4
	Elective	81.7	13.4	4.9
Combining:	Similar	74.4	22.0	3.7
	Identical	74.4	18.3	7.3

Two questions were asked on how credit is evaluated if students WITHDRAW early or ENROLL late. Tables 4 and 5 (shown on the next two pages) show the results.

Based on contact people's knowledge, schools are evenly divided on whether partial credit or no credit is given for early withdrawal. About 50 percent of the schools in each case give partial credit and the other

50 percent of the schools give no credit. Unfortunately for students, independent study, incompletes, and PASS units are not accepted or used in approximately 70 to 90 percent of sites. Only 12 percent of sites give students an "F" for not being able to complete the semester or period.

TABLE 4

EVALUATION OF CREDIT - EARLY WITHDRAWALS
Contact People

EVALUATION OF CREDIT	PERCENTAGES		
	Yes	No	No Response
Independent Study	8.5	90.2	1.2*
Partial Credit	47.6	51.2	1.2
Incomplete	17.1	81.7	1.2
"F" Grade Given	12.2	86.6	1.2
No Credit Given	47.6	51.2	1.2
PASS Units Given	28.0	70.7	1.2

*The "No Response" column is 1.2 percent in all instances since one person did not respond.

A second question dealt with the evaluation of credit for students who enroll in the district later in the school year. Table 5 (shown on the next page) gives the results.

Two-thirds of schools (62.2 percent) give regular classroom credit to students entering late. This is probably determined by whether the student can catch up and pass the assignments over the rest of the term.

TABLE 5

EVALUATION OF CREDIT - LATE ENROLLMENTS
Contact People

EVALUATION OF CREDIT	PERCENTAGES		
	Yes	No	No Response
Regular Class - No Credit	17.1	81.7	1.2*
Regular Class - Credit	62.2	36.6	1.2
Continuation School	18.3	80.5	1.2
Independent Study	24.4	74.4	1.2
No Credit Given	47.6	51.2	1.2
Other	20.7	79.3	

*The "No Response" column is 1.2 percent in all instances since one person did not respond.

Continuation schools and independent study credits are allowed only by 18 to 24 percent of sites and probably reflects the availability of tutoring and remedial programs. The "Other" category in Table 5 shows that, according to contact people, 20.7 percent of the schools give credit for night school, transfer credits, or allow partial credits.

One question about school policies on the issuance of credit under early withdrawal and late admissions was asked; there was NO written policy that contact people knew about in almost two-thirds (62.2 percent) of the schools. Only one-fifth (20.7 percent) of the schools had a written policy, and there was no response from 17.1 percent of the contact people.

Another question dealt with the contact people's knowledge about the number of days used by the school as the cutoff for entering late-entry students into regular classrooms. The results are shown in Table 6.

TABLE 6

LATE ENTRY CUTOFF IN DAYS FOR ADMISSION TO REGULAR CLASS

NUMBER OF DAYS - CUTOFF	FREQUENCY	PERCENTAGE	CUMULATIVE*
No days specified	15	18.3	18.3
3 days	1	1.2	19.5
10 days	7	8.5	28.0
15 days	6	7.3	35.4
20 days	3	3.7	39.0
25 days	1	1.2	40.2
30 days	4	4.9	45.1
35 days	1	1.2	46.3
42 days	1	1.2	47.6
43 days	1	1.2	48.8
Flexible criterion	12	14.6	
Not available	6	7.3	
No answer	24	29.3	

*Cumulative Percentages.

As noted, about one-half (48.8 percent) of schools--according to the judgment of the contact people, use approximately eight weeks (43 days) or less as the cutoff for regular classroom placement. Another 14.6 percent of schools are flexible (i.e., placement is dependent on past academic performance and future promise. What is significant in these percentages is the large percentage (29.3 percent) of contact people not answering this question, and might be caused by nearly two-thirds of the schools not

having a policy on early withdrawal or late entry accreditation.

Contact people were asked whom they thought had the final responsibility for the final evaluation (and authorization) of student credit. The results are shown below in Table 7.

TABLE 7

STATUS OF FINAL EVALUATOR OF STUDENT CREDIT

STATUS	FREQUENCY	PERCENTAGE
Counselors	31	37.8
Head Counselor	9	11.0
Counselor/Registrar	1	1.2
Principal/Vice-Principal	17	20.7
Registrar	18	22.0
Program Director	3	3.7

The largest percentage of contact people think that counselors, principals/vice principals, and registrars do the bulk of final credit evaluation. These categories are responsible for approximately 80 percent of final evaluations.

This section deals with questions asked contact people on the processing of tests and PASS materials after students completed the courses.

The first question asked how often the contact person sent back completed testing materials to the Fresno PASS Office. Table 8 (shown below) shows the results.

TABLE 8

SCHEDULING OF MAILING TESTING MATERIALS TO PASS OFFICE

SCHEDULE	FREQUENCY	PERCENTAGE	CUMULATIVE*
Weekly	9	11.1	11.1
Monthly	2	2.4	13.5
When Test Completed	62	75.6	89.1
When Course Work Complete	6	7.3	96.4
No Response	3	3.6	

*Cumulative Percentages.

The majority of schools (89.1 percent) mail back PASS testing materials when testing is completed and before the student has completed the course. Only 24.6 percent batch their returns into weekly or monthly mailings, and 7.5 percent wait until the course is completed.

Two questions were asked about the disposition of PASS book and curriculum materials after students complete the courses. Tables 9 and 10 show the percentages of contact people testifying how these materials are handled.

TABLE 9

DISPOSITION OF COMPLETED MATERIALS - PAPERBACKS

DISPOSITION	FREQUENCY	PERCENTAGE	CUMULATIVE*
Store at school site.	32	39.0	39.0
Return to PASS.	19	23.2	62.2
Give to student.	7	8.5	70.7
School and PASS	2	2.4	73.1
Student and/or PASS	6	7.3	80.4
School and/or student	4	4.9	85.3
Various	3	3.7	89.0
Don't know	4	4.9	
No response	5	6.1	

TABLE 10

DISPOSITION OF MATERIALS - CURRICULUM

DISPOSITION	FREQUENCY	PERCENTAGE	CUMULATIVE*
Store at school site.	44	52.7	52.7
Return to PASS.	18	22.0	74.7
Give to student.	3	3.7	78.4
School and PASS	4	4.9	83.3
Student and/or PASS	1	1.2	84.5
School and/or student	1	1.2	85.7
Various	1	1.2	86.9
Don't know	4	4.9	
No response	6	7.3	

*Cumulative Percentages

Nearly two-thirds (62.2 percent) of the books, and three-quarters (76.7 percent) of the curriculum materials are either stored at the school or returned to the PASS Central Office. The bulk is stored with only one-fifth (22 to 23 percent) being shipped back. The remainder are distributed between combinations of school, PASS, students, and student organizations. Only 12 percent of contact people did not answer the question or didn't know.

PRINCIPALS

Table 11 (shown on the next page) gives the results of principals' responses to questions about the handling of partial credit.

TABLE 11

ISSUING, ACCEPTANCE, AND COMBINING
REQUIRED AND ELECTIVE COURSES - PARTIAL CREDIT
Principals

SCHOOL ACTION		PERCENTAGES		
		Yes	No	No Response
ISSUANCE:	Required	38.0	58.2	3.7
	Elective	40.5	57.0	2.5
ACCEPTANCE:	Required	87.3	11.4	1.3
	Elective	89.9	8.9	1.3
COMBINING:	Similar	74.9	22.3	5.1
	Identical	79.7	13.9	6.3

According to principals, most schools will accept and/or combine partial credits. However, a large percentage of principals state that they do NOT issue credit for required or elective courses. It appears most WILL issue partial credit. This perception is similar to what contact people have and will be discussed in the summary.

Two questions were asked on how credit is evaluated if students WITHDRAW early or ENROLL late. Tables 12 and 13 (located below and on the next page) show the results.

TABLE 12

EVALUATION OF CREDIT - EARLY WITHDRAWALS
Principals

EVALUATION OF CREDIT	PERCENTAGES		
	Yes	No	No Response
Independent Study	8.9	87.3	3.8*
Partial Credit	40.5	55.7	3.8
Incomplete	22.8	73.4	3.8
"F" Grade Given	13.9	82.3	3.8
No Credit Given	51.9	44.3	3.8
PASS Units Given	12.7	83.5	3.8

*The "No Response" column is 3.8 in all instances since two persons did not respond.

Based on principals' knowledge, schools are only slightly in favor of not giving partial credit for early withdrawal (55.7 to 40.5 percent). PASS units are not given when students withdraw early (73.4 to 87.3 percent). The principals stated that nearly 14 percent of sites give

students an "F" for not being able to complete the semester or period.

A second question dealt with the evaluation of credit for students who enroll into the district later in the school year. Table 13 (shown on the next page) gives the results.

Nearly two-thirds of schools (60.8 percent) give regular classroom credit to students entering late, and this is probably determined by whether the teacher (or others?) think the student can catch up and pass the assignments over the rest of the term. According to principals, continuation school and independent study credits are not allowed by most sites and might reflect the availability of tutoring and remedial programs. The "Other" category in Table 13 shows that only 15.2 percent of the schools give credit for night school, transfer credits, or allow partial credits.

TABLE 13

EVALUATION OF CREDIT - LATE ENROLLMENTS
Principals

EVALUATION OF CREDIT	PERCENTAGES		
	Yes	No	No Response
Regular Class - No Credit	12.7	82.3	5.1
Regular Class - Credit	60.8	34.2	5.1
Continuation School	25.3	69.6	5.1
Independent Study	22.2	72.2	5.1
Other	15.2	65.8	19.0

One question about school policies on the issuance of credit under early withdrawal and late admissions was asked. There was NO written policy that principals knew about in almost two-thirds (63.3 percent) of the schools. One-third (32.9 percent) of the schools had a written policy and there was no response from 3.8 percent of the principals.

Another question dealt with the principals' knowledge as to the number of days used by the school as the criterion for entering late entry students into regular classrooms. The results are shown in Table 14.

TABLE 14

LATE ENTRY CUTOFF IN DAYS FOR ADMISSION TO REGULAR CLASS

NUMBER OF DAYS CUTOFF	FREQUENCY	PERCENT	CUMULATIVE*
No days specified	20	25.3	25.3
10 days	3	3.8	29.1
14 days	1	1.3	30.4
15 days	7	8.9	39.3
20 days	8	10.1	49.4
25 days	4	5.1	54.5
30 days	1	1.3	55.8
35 days	3	3.8	59.6
40 days	1	1.3	60.9
Flexible Criterion	11	13.9	
Not Available	5	6.3	
No Answer	15	19.0	

*Cumulative Percentages

About one-half (49.4 percent) of schools, according to the principals, use approximately four weeks (20 days) or less as the cutoff for regular classroom placement. Another 13.9 percent of schools are flexible (i.e., placement is dependent on past academic performance and future promise). What is significant in these percentages is the large percentage (19.0 percent) of principals not answering this question.

Principals were asked the status of the employee responsible for the final evaluation (and authorization) of student credit. The results are shown below in Table 15.

TABLE 15

STATUS OF FINAL EVALUATOR OF STUDENT CREDIT

STATUS	FREQUENCY	PERCENTAGE
Counselors	30	38.0
Head Counselor	12	15.2
Counselor/Registrar	4	5.1
Principal/Vice-Principal	21	26.6
Registrar	10	12.7
Program Director	2	2.5

The largest percentage of principals understand that counselors and they, with their Vice-Principals, do the bulk of final credit evaluation. Both categories are responsible for approximately 65 percent of final evaluations.

Several questions were asked about the disposition of PASS book and curriculum materials after students complete the courses. Tables 16 and 17 (see next page) show the percentages of contact people testifying as to how these materials are handled.

TABLE 16

DISPOSITION OF COMPLETED MATERIALS
PAPERBACKS

DISPOSITION	FREQUENCY	PERCENT	CUMULATIVE*
Store at School Site	31	39.2	39.2
Return to PASS	17	21.5	60.7
Give to Student	6	7.6	68.3
School and PASS	4	5.1	73.4
Student and/or PASS	1	1.3	74.7
Don't Know	1	1.3	
No Response	19	24.0	

TABLE 17

DISPOSITION OF COMPLETED MATERIALS
CURRICULUM

DISPOSITION	FREQUENCY	PERCENT	CUMULATIVE*
Store at School Site	44	52.7	52.7
Return to PASS	18	22.0	74.7
Give to Student	3	3.7	78.4
School and PASS	4	4.9	83.3
Student and/or PASS	1	1.2	84.5
Don't Know	4	4.9	
No Response	6	7.3	

*Cumulative Percentages

As stated by the principals, nearly two-thirds of the books and curriculum materials are either stored at the school or returned to the PASS Central Office. The bulk is stored with only one-fifth (21.5 to 24.1 percent) being shipped back. The remainder are distributed between combinations of school, PASS, students, and student organizations. Significantly, fully 24 percent of the principals did not answer the questions or did not know.

SUMMARY

Contact people were experienced in both the Migrant and PASS Projects. Their school assignments, in general, were with one school site, but duties were split between PASS and other assignments. Most were credentialed and full-time (61 percent), with about 30 percent full-time but not credentialed.

There were differences in what contact people and principals understood about evaluating credit.

On the issuance of PARTIAL CREDIT, a greater percentage of principals than contact people said no credit is issued for required or elective courses. Conversely, more principals than contact people said their sites accept credit for required or elective courses. The agreement between the

two on accepting partial credit for combined identical or similar courses was close.

On the evaluation of credit for EARLY WITHDRAWAL, there was fair agreement between principals and contact people except in two areas. In the first, "incomplete grades given," principals felt their school was more likely to allow credit while contact people stated their school was likely to deny it. However, these judgments were reversed when they asked if PASS units are given for early withdrawal. A greater percentage of contact people said PASS units were allowed.

On the evaluation of credit for late enrollment, agreement between the groups was found. The only deviation was on giving credit for continuation school where a greater percentage of principals thought it was allowed.

In reviewing what principals and contact people knew of late entry cutoff, a few significant differences appeared. Forty-nine percent of principals said that the cutoff was 20 days or less, while about the same percentage of contact people said it was 43 days or less. In addition, 19 percent of principals and 29 percent of contact people did not answer the item.

The agreement between principals and contact people of the disposition of PASS materials was high. An item of interest to the Central PASS

Office is that about 90 percent of the sites return testing materials when they are completed, and only 7.3 percent keep them until the course is completed.

RECOMMENDATIONS

These disagreements on how the evaluation of credit is handled can have serious consequences for students. A reasonable goal for each site is to strive for near perfect agreement between principals and contact people on these evaluations. What this means is that the rules for evaluation are clearly specified and communicated to everyone concerned. The best conclusion, based on their figures and the lack of written policy in most of the schools, is that clarification and communication must be made paramount at the sites.

Clear policies on the evaluation of credit must be set at each school site.

These policies must be communicated to staff members responsible for the evaluation, monitoring, and servicing of student efforts.

Consistency and fairness in crediting a student's academic work within and across all sites, Statewide, is a respectable, long-range goal.

Credentialing of a greater proportion of the full-time staff is reasonable.

A P P E N D I X

1

Contact Person Questionnaire

Name_____Title_____

School_____ Credentialed ____ Part Time ____

Is this school site your regular assignment? ____ Yes ____ No

Is the P.A.S.S. program your regular assignment? ____ Yes ____ No

How many years of experience have you had with Migrant Education? _____Yr

How many years of experience have you had with P.A.S.S. Program? _____Yr

What is your present assigment? _____How Long _____

What was your previous assignment?_____How Long _____

Who is the P.A.S.S. coordinator at this school?

Name _____Title _____

Who is the primary person working directly with P.A.S.S. students?

Name _____Title _____

* * * * * *

Does this school ISSUE partial credit for ALL REQUIRED or ELECTIVE courses?

All Required ____ Yes ____ No Electives ____ Yes ____ No

Does this school ACCEPT partial credit for ALL REQUIRED or ELECTIVE courses?

All Required ____ Yes ____ No Electives ____ Yes ____ No

Does this school COMBINE partial credits for similar or identical courses?

Similar courses: ___ Yes ___ No Identical courses: ___Yes ___ No

* * * * * *

Who does FINAL EVALUATION of transcripts for graduation at this school?

Name _____Title _____

How is credit evaluated if students WITHDRAW early?

_____Independent Study _____Partial Credit _____Incomplete

_____"F" Grade given _____No Credit given _____P.A.S.S. Units

Other_____

How is credit evaluated for students entering LATE in the school year?

_____Regular Class - No Credit _____Continuation School

_____Regular Class - Credit _____Independent Study

Other _____

Is there a policy on EARLY WITHDRAWALS or LATE ADMITTANCES? ___Yes ___No

(If YES, please attach a copy of that policy)

What late entry cutoffs (in days) do you usually use to admit students to regular class? _____Days

* * * * * *

How often do you send student testing materials to the P.A.S.S. office?

_____Weekly _____Monthly _____As soon as Test completed

_____As soon as All Course work completed Other _____

What do the persons responsible for administering and implementing the P.A.S.S. program do with UNUSED P.A.S.S. materials?

Paperbacks _____

Curriculum Materials _____
(Use reverse if more room is needed)

Thank you for taking the time to answer this form

pass/contact survey/2-85

Principal's Questionnaire

Name_____School_____

Who is the P.A.S.S. coordinator at this school?

Name _____Title _____

Who is the primary person working directly with P.A.S.S. students?

Name _____Title _____

Does this school ISSUE partial credit for ALL REQUIRED or ELECTIVE courses?

All Required ____ Yes ____ No Electives ____ Yes ____ No

Does this school ACCEPT partial credit for ALL REQUIRED or ELECTIVE courses?

All Required ____ Yes ____ No Electives ____ Yes ____ No

Does this school COMBINE partial credits for similar or identical courses?

Similar courses: ___ Yes ___ No Identical courses: ___Yes ___ No

Who does FINAL EVALUATION of transcripts for graduation at this school?

Name _____Title _____

How is credit evaluated if students WITHDRAW early?

_____Independent Study _____Partial Credit _____Incomplete

_____"F" Grade given _____No Credit given _____P.A.S.S. Units

Other_____

How is credit evaluated for students entering LATE in the school year?

_____Regular Class - No Credit _____Continuation School

_____Regular Class - Credit _____Independent Study

Other _____

Is there a policy on EARLY WITHDRAWALS or LATE ADMITTANCES? ___Yes ___No

(If YES, please attach a copy of that policy)

What late entry cutoffs (in days) do you usually use to admit students to regular class? _____Days

What is done with UNUSED P.A.S.S. materials?

Paperbacks _____

Curriculum Materials _____
(Use reverse if more room is needed)

Thank you for taking the time to answer this form

pass/principal survey/2-85